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ABSTRACT

This brief report describes formation of the Schools Council and the philosophical impetus for developing the "Young School Leaver Programme." Emphasis is placed on the council's work in helping the young leaver establish a relationship to the society into which he will emerge, and on more practical problems. The council's program attempts to provide not only teaching material but supporting evidence for what might otherwise remain hunches, information about methods and content of teaching for programs that work elsewhere, and new ideas tested in limited situations which may help teachers to think anew about the relationship in which the school stands to its local community. A selected Schools Council bibliography is also presented, as well as a list of council inquiries and projects relevant to raising the school-leaving age. (Author/PC)

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Schools Council

and the young school leaver

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The Newsom Report (1963) gave three criteria by which a secondary school can be judged when it said that:

> The work in secondary school becomes secondary in character whenever it is concerned, first with self-conscious thought and judgement; second, with the relation of school and the work done there to the world outside, of which the pupils form part and of which they are increasingly aware; and, third, with the relation of what is done in school to the future of the pupils, that is to the part they see themselves playing, or can be brought to see themselves as playing in adult life. The first of these characteristics, the quality of self-conscious judgement, differs in kind from the other two. It describes a mental process that involves the use of reason and imagination to bring order into the world of things perceived.

Boys and girls at school then, increasingly as they approach the age of 16, need a learning as opposed to a working environment in which to develop their social and emotional maturity, their growing physical skill and control, their mastery of technical and other skills, their knowledge of the adult world and their ability to understand their future initial placement in that world. Now that the school-leaving age has been raised, the task is to ensure a school environment in which these aims can be realized. The development and maintenance of such an environment in all our secondary schools is the challenge (and opportunity) for teachers that the Council seeks to help them meet.

When the Council was established in 1964, it quickly embarked on a programme of research and curriculum development work which would provide direct help and support to teachers, especially in schools where there would be significant numbers staying on for the first time to 16.

It was expected that pupils of 16, at school because of the raising of the school-leaving age and not because they or their parents wanted what their schools had previously offered to boys and girls of their age, would have different needs from those of the 15-year-old leaver in terms of the satisfaction they expected of school. They were likely to be more articulate and more critical as well as more mature – and this would affect the way they expected the school to treat them. Emphasis was placed in the Council's work both in helping the young leaver to establish a relationship to the society into which he would emerge, and on more practical problems. To the large questions that have been posed on values, attitudes and expectations have been added those of immediate relevance to finding – and keeping – a place in the adult world. How far would these pupils be better equipped to earn a living, and to use their leisure in a way more satisfying to themselves? To what degree should emphasis be placed on offering a wider range of skills? Would their standards in literacy and numeracy be improved?

To these questions the schools will now be able to offer answers based on experience, and the separate group of pupils who were thought of as early leavers have merged into the full fifth form.

In the early stages we used to speak of 'The Young School Leaver Programme', but it quickly became clear that it was not merely a question of what to do with 'the extra year'; a reconstruction of the curriculum for all pupils between at least the years from 13–16 is implied by many of the new approaches which have been developed. In any case, most of the projects originally thought of as for 'the young school leaver' have devised new teaching methods and materials which they believe to be as valid for the pupils whose motivations already lead to their staying at school to 16 as for those who left earlier, and which are suitable for most if not the whole ability range. The idea of a separate 'Young School Leaver Programme' – though there are about ten curriculum development projects that were initiated with the expected raising of the school-leaving age specifically in mind – is no longer relevant. These, together with elements from a number of other curriculum projects and related research projects, provide a considerable body of support for teachers both with materials and with ideas.

Much of the philosophical impetus for the Council's initial programme came from the Newsom Report and from *Raising the School Leaving Age* (Working Paper 2)* but much more has now become known or been confirmed since these were written; for example, see the Council's own survey, *Enquiry 1: Young School Leavers*, into the attitudes of teachers, pupils and parents. As a result we are now more conscious about teachers' uncertainty and lack of confidence about what to teach. The Council believes, too, that the older a pupil is, the more he should be consulted about his own school programme. The teaching of the fifth forms will need to go along with the revision of ideas about the discipline and organization within which such teaching takes place, and their learning must be related to their work prospects. Parents, too, need to understand both what is done at school and why it is done – and they must be helped to see how this relates to their own expectations as well as to the aims of the school.

More in the end will depend on local initiative than on the work of national projects, and national projects will depend for their effectiveness on their ability to stimulate local developments. Support and encouragement has been given to the initiative of local education authorities in establishing teachers' centres for local curriculum development work, of which over five hundred have been established to date. The Council's programme attempts to provide not only teaching material but supporting evidence for what might otherwise remain hunches, as well as information about methods and content of teaching that work elsewhere and new ideas, so far tried only in controlled conditions, which may help teachers to think anew about the relationship in which the school stands to its local community.

Many of these problems were discussed at length at a conference of head teachers and project staff held in June 1969; the ideas that emerged were thought to be of some general interest and a report of the conference was published

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* For publishers of Schools Council working papers and other Council publications see p.4.

in January 1971 as *Choosing a Curriculum for the Young School Leaver* (Working Paper 33).

The range of projects listed is wide. To create teaching materials, development teams began work in 1967 on mathematics, science, modern languages and the humanities. In three of these – science, humanities and modern languages – the support of the Nuffield Foundation has strengthened the Council's own work. Publication of books and materials from the Humanities Curriculum Project, for example, is now complete. Work has also been largely completed in moral education, geography, religious education, social education and the arts. Again, work in education through materials (handicrafts) has the aim not only of helping to revise existing methods but of bringing subjects in this area of the curriculum together, while Project Technology is similarly attempting to introduce a conception that goes across and beyond traditional subject areas while retaining a relevance to the new fifth former's needs.

Research and the analysis of existing practice which yielded information about teachers and youth workers was published as *Teachers and Youth Workers: a Study of Their Roles* (Working Paper 32). On another front, the Council has published the report of a working party that has looked at the question of compensating through education for some aspects of deprivation, *'Cross'd with Adversity': the Education of Socially Disadvantaged Children in Secondary Schools* (Working Paper 27). Another working party examined those factors that lie outside education but that, in combination with what is done at school, affect the ease and effectiveness of the pupil's transfer to the world of work; a report has been published as Working Paper 40, *Careers Education in the 1970s*. This has now been followed by a major project on Careers Education which will last until 1977. A third working party has been looking at the whole curriculum 13–16 considering questions such as whether balance is desirable or feasible and the pressures which shape the curriculum. In such areas the school can never provide the whole of the answer, but the limits of what can be done need to be more sharply defined.

There is clearly great variety in what schools need in making up their minds about the curriculum of the 13–16 age range. The Council's programme has tried to encompass some of this range. What is published as each inquiry, research or development project reaches the appropriate stage will provide a starting point for some teachers; others will already have gone beyond the beginnings and will be dealing with other problems.

SCHOOLS COUNCIL INQUIRIES AND PROJECTS RELEVANT TO RAISING THE SCHOOL-LEAVING AGE

Arts and the Adolescent

A curriculum study to discover what methods and materials in the fields of visual art, music, dance, drama and poetry are most likely to elicit a lively response among young people; how young people view their own involvement in the arts, both in and out of school, and how much connexion there is between these two forms of often disparate activity; how much connexion can be made, and how much transfer of interest is possible between one art and another and between each art and other subjects in the curriculum.

A descriptive account of the project by Malcolm Ross, *Arts and the Adolescent* (Working Paper 54) will be published in September 1975 by Evans/Methuen Educational. Also available is an analysis of the research and theoretical framework, *The Intelligence of Feeling* by Robert Witkin, published in 1974 by Heinemann Educational.

13–16+ 1968–72

P. Cox, Institute of Education, University of Exeter, Gandy Street, Exeter EX4 3QL.

Careers Education and Guidance

A project established to produce classroom materials that will help the pupil to get a realistic foretaste of the sort of experiences and problems he will face in working life.

Pupils and teacher material are in preparation.

13–18 1971–77

Gordon Reece and John Storey, The Village College, Impington, Cambridge CB4 4LU

Change and Innovation in an Expanding Comprehensive School

In collaboration with the head and the staff, a study of the problems of planning and implementing changes in a school that is increasing in size and changing its role in the community.

A detailed case study was published by Heinemann Educational in 1973 as *The Teacher, The School and the Task of Management*. A shorter report, *Authority and Organization in the Secondary School*, was published in the Schools Council Research Studies series (Macmillan Education, 1975).

11–18 years 1968–71

Miss Elizabeth Richardson, School of Education, University of Bristol, Helen Wodehouse Building, 35 Berkeley Square, Bristol BS8 1JA

Curricular Needs of Slow Learning Pupils

A study to examine work being done with slow-learning pupils and to produce a curriculum bulletin.

5–16 years 1971–74

W. K. Brennan, Trinity Road C.P. School, Chelmsford, Essex CM2 6HS

Design and Craft Education

The project has examined an approach to education in which pupils (particularly those who will be spending an extra year in full-time education) using tools and materials, are enabled to explore the adult world of our rapidly changing society. A report of the feasibility study from which the project developed is published as *Education through the Use of Materials: the Possible Role of Schools Workshops in the Education of Secondary School Pupils* (Working Paper 26).

Teacher and pupil materials under the five main areas above are being published by Edward Arnold.

13–16+ years 1968–73

Professor S. J. Eggleston, University of Keele, Department of Education, Keele ST5 5BG

Effect of Environmental and Social Factors in Educational Attainment

An extension of the study of schools undertaken by the Plowden Committee, this project aimed to identify those features of secondary-school environment that were associated with attainment, and to identify individuals who 'improved' or 'deteriorated'. A research report, *The Effects of Environmental Factors on Secondary Educational Attainment in Manchester: a Plowden Follow-up*, was published by Macmillan Education in 1975.

7–16 years 1966–71

Mrs M. E. Ainsworth, School of Education, University of Manchester, Manchester M13 9PL

(Mrs Ainsworth is now at Didsbury College of Education, Wilmslow Road, Manchester M20 8RR.)

School Organization and Pupil Involvement

A research project designed to help teachers to understand the nature and significance of the school as a social force and to consider the ways in which the pupil's attitude and response to schooling is affected by the school's internal relationships.

A research report was published by Routledge & Kegan Paul in 1973 entitled *School Organization and Pupil Involvement: A Study of Secondary Schools*.

11–18 years 1967–70

Dr R. A. King, Institute of Education, University of Exeter, Gandy Street, Exeter EX4 3QL

Geography for the Young School Leaver

This project aims to define the contribution that geography can make to the needs of pupils of below average to average ability in the 14–16 age group.

Two packs, *Man, Land and Leisure* and *Cities and People*, were published by Thomas Nelson in 1974. A third pack, *People, Place and Work*, is being published in 1975.

14–16 years 1970–76

R. A. Beddis and T. H. Dalton, Avery Hill College of Education, Avery Hill Road, London SE9 2PQ

Home Economics

A one-year feasibility study was completed in 1968 and as a result Schools Council Curriculum Bulletin 4, *Home Economics Teaching*, was published in 1971.

13–16+ years 1967–68

The late Miss M. W. Le Mare, School of Education, University of Bristol, Bristol BS8 1TH

Humanities Curriculum Project

A project to develop materials and teaching methods appropriate to inquiry-based courses that cross the traditional subject boundaries, concentrating on the teaching of controversial human issues to pupils of average and below average ability. Handbooks and teacher and pupil materials have been published on *War and Society, Education, The Family, Relations between the Sexes, People and Work, Poverty, Law and*

Order and *Living in Cities*, Heinemann Educational Books, 1970–1973. An account of the dissemination of the project, *Dissemination and Innovation: the Humanities Curriculum Project* by Jean Rudduck (Working Paper 56), will be published early in 1976 by Evans/Methuen Educational.
14–16+ years 1967–72
L. A. Stenhouse, Centre for Applied Research in Education, University of East Anglia, Norwich NR4 7TJ.

Implications of Social and Cultural Change for Secondary Education in Wales
To study the existing curriculum of the secondary schools, especially the curriculum of the 15–18-year-old pupils, and its assumptions; to study the more significant changes in the social, industrial and cultural pattern of representative areas of Wales; to study the degree to which these changes are important for the curriculum and to offer suggestions for relating the curriculum to these changes wherever it is important to do so. A research report has been prepared.
11–18 years 1967–71
Dr A. Gwyn Jenkins, Department of Education, University College, 34 Cathedral Road, Cardiff, CF1 9YG

Integrated Studies
The project has examined ways of learning that will enable children to recognize the inter-relation of different subjects. The teaching method is based on teams of teachers exploring themes, problems or areas of inquiry with their pupils. The project is aimed at the whole ability range.

The first three junior packs, *Exploration Man, Living Together* and *Communicating with Others* and a handbook on integration were published by Oxford University Press in 1972. Six further packs of pupil material on *Exploration Man* were published in summer 1973.
11–15 years 1968–72
David Bolam, Institute of Education, University of Keele, Keele, Staffordshire ST5 5BG

Programme in Linguistics and English Teaching
Language in Use is concerned with the teaching of English to older secondary pupils, but has also been used successfully in a number of colleges of further and higher education. It aims to give the pupil a sharper awareness of the part language plays in his life and work, and to extend his command over written and spoken language.
Language in Use is published by Edward Arnold at £1.70 and is accompanied by a paperback and a tape entitled *Exploring Language*.
5–18 years 1964–71
(Schools Council support from 1967)
Peter Doughty, Communication Research Centre, Department of General Linguistics, University College, London, WC1E 7HS (Peter Doughty is now at Manchester College of Education.)

Mass Media and the Secondary School
A study of pupils' attitudes and reactions to the mass media of communications and entertainment, and of the effect on pupils of teachers' attitudes and methods of dealing with the media in their teaching.

A research report, *Mass Media and the Secondary School*, is published by Macmillan Education.
11–16+ years 1967–71
Professor J. D. Halloran. Centre for Mass Communication Research, University of Leicester, Regent Road, Leicester LE1 7RH

Mathematics for the Majority
This project aimed to provide teachers with guidance and source materials to help them construct courses in mathematics for pupils of average and below-average ability. The guides include applications of mathematics relevant to pupils' experience and should provide them with some insight into the processes that lie behind the use of mathematics as the language of science, and as a source of interest in everyday things. A report of the feasibility study from which the project developed was published as *Mathematics for the Majority: a Programme in Mathematics for the Young School Leaver* (Working Paper 14). Fourteen guides have been published by Chatto & Windus Educational.
13–16 years 1967–72
P. Floyd, Institute of Education, University of Exeter, Gandy Street, Exeter EX4 3QL (Peter Floyd has now retired.)

Mathematics for the Majority – Continuation Project
A project arising from the work of the Mathematics for the Majority Project to provide classroom materials for mathematical learning for non-academic children aged 13–16. The following packs have been published by Schofield & Sims: *Buildings* (1974), *Communication* (1974) and *Travel* (1975). Nine further packs will be published in 1975–76.
13–16 years 1971–75
P. Kaner, 3 The Cloisters, Cathedral Close, Exeter EX1 1HS (Peter Kaner is now working with the Inner London Education Authority.)

Moral Education
The project has devised curricular materials and teaching methods to help boys and girls adopt a considerate style of life, in which they take others' needs, interests and feelings into account as well as their own. Varied materials have been developed which involve the use of discussion, role play, creative writing and art. They are designed to help teachers in a wide range of subjects (especially the humanities).

Published as *Lifeline* by Longman from October 1972.
13–16+ years 1967–72
P. McPhail, University of Oxford, Department of Educational Studies, 15 Norham Gardens, Oxford OX2 6PY (Peter McPhail is now directing the Moral Education 8–13 Project at Hughes Hall, Cambridge.)

North West Regional Curriculum Development Project
A project concerned with the production and co-ordination on a regional basis of new curricula for the last two years of secondary education for early-leaving pupils. Materials have been published on domestic studies (*Myself Now, Myself at Home* and *Myself from Birth*) by Holmes McDougall, on social education (*Vocation, Consumer Education, Freedom and Responsibility* and *Conservation*) by Macmillan Education and on English (*Situations*) by Blackie. Other areas covered include technology, health education, team teaching and creative studies.

The Schools Council grant was for the support of the regional centre; the project's local development work – the major part of its activities – is financed entirely by the thirteen LEAs involved.
13–16+ years 1967–72
(Schools Council support until 1970)
Dr W. G. A. Rudd, School of Education, University of Manchester, Manchester M13 9PL

Nuffield Secondary Science
This project, supported by the Nuffield Foundation, has developed materials for an integrated science course for pupils age 13 to 16 who are unlikely to take the O-level examination in science. Financial support from the Schools Council has provided for evaluation work and a supplementary study to provide guidance for teachers on Mode III CSE examinations for pupils following courses using the materials developed by the project.

A teachers' guide, eight theme books, background readers and film loops have been published by Longman from 1971. *Nuffield Secondary Science: an Evaluation* was published in the Schools Council Research Studies series by Macmillan Education in 1974.
13–16 years 1965–70
Mrs H. Misselbrook, Centre for Science Education, Chelsea College of Science and Technology, Bridges Place, London, SW6 4HR

Project Technology
Project Technology aimed to promote a full understanding by boys and girls in school of the importance and relevance of technology, and to develop their creative abilities through direct experience in technological activities.

A new department concerned with technical education at secondary, further and higher levels has been set up at Trent Polytechnic, Nottingham, within which a National Centre for School Technology has been established under the direction of G. B. Harrison. A periodical entitled *School Technology* is published five times a year and is available from Trent Polytechnic on a subscription basis.

Evaluation of the work has been carried out by D. A. Tawney and S. E. Gunn, under the direction of Professor S. J. Eggleston, at the University of Keele.

Publication as follows: Project Technology Handbooks (fourteen out of fifteen titles are now available), Technology Briefs – Heinemann Educational Books, 1975.
Basic Electronics (13–14) a two-year course; *Control Technology*, CSE course material; *Photocell Applications;* and *Fibres in A-level Chemistry* – English Universities Press, 1973. *Technology and Man* (9–14) – Blackie and University of London Press, 1974.
11–18 years 1967–72

G. B. Harrison, Loughborough College of Education, Loughborough LE11 0BR
(Geoffrey Harrison is now at Trent Polytechnic.)

Religious Education in Secondary Schools
A project established to carry out research and develop materials relevant to the construction of a satisfying programme of religious education in secondary schools, acceptable to people of differing convictions, taking into account the presence of non-Christian populations in this country.

Religious Education in Secondary Schools (Working Paper 36) was published in 1971. Multi-media teaching units will be published from 1976 by Rupert Hart-Davis.

11–16 years 1969–73

Professor Ninian Smart, Department of Religious Studies, University of Lancaster, Cartmel College, Bailrigg, Lancaster

Sample survey of parental attitudes
An investigation of the changing effects of parental attitudes as children progress from primary to secondary schools, using the data collected for the Plowden Committee.

There are two research reports: *The Plowden Children Four Years Later* by G. F. Peaker (NFER, 1971), and *Parents' Attitudes to Education* (HMSO, 1972).

5–16 years 1967–70

The late Dr S. Wiseman, National Foundation for Educational Research, The Mere, Upton Park, Slough, SL1 2DO
Miss R. Morton-Williams, Office of Population Censuses and Surveys (formerly known as Government Social Survey), Atlantic House, Holborn Viaduct, London, EC1P 1BN

Social Education
A project to make teachers aware of new approaches to social education was based in four schools and a specially provided teachers' centre in the Nottingham area. Pupils proceeded by survey methods to construct class, school and area 'profiles'. Such guided experience aimed to provide an understanding of identification with the local community, and possible participation in self-determined social projects. A report of the project's work has been published as *Social Education: an experiment in four schools* (Working Paper 51), Evans/Methuen Educational, 1974.

11–16 years 1968–71

Professor H. Davies, University of Nottingham, School of Education, University Park, Nottingham, NG7 2RD. (Professor Davies has now retired.)

A SELECTED SCHOOLS COUNCIL BIBLIOGRAPHY

Working Papers

1 *Science for the young school leaver* 1965 (out of print)
2 *R.S.L.A.: a co-operative programme of research and development* SBN 11 880010 8* HMSO 1965 17½p (21p)
11 *Society and the young school leaver: a humanities programme in preparation for the raising of the school leaving age* SBN 11 880024 8 HMSO 1967 37½p (44p)
12 *The educational implications of social and economic change* (Report of the Nottingham Conference) SBN 11 880006 X* HMSO 1967 37½p (43p)
14 *Mathematics for the majority: a programme in mathematics for the young school leaver* SBN 11 880004 3* HMSO 1967 25p (29½p)
26 *Education through the use of materials: the possible role of school workshops in the education of secondary-school pupils* SBN 423 43990 1 Evans/Methuen Educational 1969 45p
27 *'Cross'd with adversity': the education of socially disadvantaged children in secondary schools* SBN 423 44040 3 Evans/Methuen Educational 1970 95p
32 *Teachers and youth workers: a study of their roles* (by Ethel Venables) SBN 423 46860 X Evans/Methuen Educational 1971 90p
33 *Choosing a curriculum for the young school leaver:* (Report of the Scarborough Conference) SBN 423 46870 7 Evans/Methuen Educational 45p
35 *Music and the young school leaver: problems and opportunities* SBN 423 46500 7 Evans/Methuen Educational 1971 40p
36 *Religious education in secondary schools* SBN 423 44460 3 Evans/Methuen Educational 1971 £1.05
38 *Support for school science and technology* SBN 423 46510 4 Evans/Methuen Educational 1971 70p
40 *Careers Education in the 1970s* SBN 423 46530 9 Evans/Methuen Educational 1972 £1.25
51 *Social education: an experiment in four secondary schools* (by J. Rennie, E. A. Lunzer and W. T. Williams) ISBN 0 423 49870 3 Evans/Methuen Educational 1974 £1.25
53 *The whole curriculum* 13–16 ISBN 0 423 50220 4 Evans/Methuen Educational late 1975 £1.50
54 *Arts and the adolescent* (by Malcolm Ross) ISBN 0 423 44490 5 Evans/Methuen Educational late 1975
56 *Dissemination of innovation: the Humanities Curriculum Project* (by Jean Rudduck) Evans/Methuen Educational early 1976

Curriculum Bulletins

3 *Changes in school science teaching* SBN 423 87270 2 Evans/Methuen Educational 1970 55p
4 *Home economics teaching* SBN 423 46490 6 Evans/Methuen Educational 1971 £1.00

Research Studies

Mass media and the secondary school (by Graham Murdock and Guy Phelps) from the Mass Media and the Secondary School Project (11–16+). SBN 333 14845 2 Macmillan Education 1973 £3.50
The effects of environmental factors on secondary educational attainment in Manchester: a Plowden follow-up (by Marjorie E. Ainsworth and Eric J. Batten) from the Project on the Effect of Environmental and Social Factors in Educational Attainment (7–16). SBN 333 15996 9 Macmillan Education 1974 £4.25
Nuffield Secondary Science: an evaluation (by Dorothy J. Alexander) from the Schools Council evaluation of the Nuffield Secondary Science Project. SBN 333 16865 8 Macmillan Education 1974 £2.95
Authority and organization in the secondary school (by Elizabeth Richardson) from the Project on Change and Innovation in an Expanding Comprehensive School SBN 333 18065 8 Macmillan Education 1975 approx. £2.25

Other Publications

Enquiry 1: young school leavers HMSO 1968 (out of print)
Humanities for the young school leaver: an approach through classics HMSO 1967 (out of print)
Humanities for the young school leaver: an approach through English HMSO 1968 (out of print)
Humanities for the young school leaver: an approach through History SBN 423 42990 6 Evans/Methuen Educational 1969 35p
Humanities for the young school leaver: an approach through religious education SBN 423 43960 X Evans/Methuen Educational 1969 35p
Out and about: a teacher's guide to safety on educational visits SBN 423 86610 9 Evans/Methuen Educational 1972 90p

Schools Council Committee for Wales

Another year – to endure or enjoy?: some problems and suggestions related to the raising of the school leaving age HMSO 1967 27½p (30p)

Articles in Dialogue

Most issues of *Dialogue*, produced termly, include at least one article related to the raising of the school-leaving age. *Dialogue 8* was devoted almost entirely to this subject.

Notes

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